

New York State School Report Card Comprehensive Information Report

BEDS Code: 58-01-06-03-0005
 Name: Amityville Memorial High School
 Principal: James Brown

Grade Range : 9-12

Fall Enrollment

Grade	2000-2001	2001-2002	2002-2003
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	210	264	325
Tenth	142	171	197
Eleventh	163	143	158
Twelfth	121	148	155
Ungraded Secondary	71	75	56
Total K-12 Enrollment	707	801	891

Student Racial/Ethnic Origin

Race/Ethnicity	2000-2001		2001-2002		2002-2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	0	0.0%	6	0.7%	13	1.5%
Black (Not Hispanic)	452	63.9%	530	66.2%	583	65.4%
Hispanic	106	15.0%	115	14.4%	149	16.7%
White (Not Hispanic)	149	21.1%	150	18.7%	146	16.4%

Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	19	21	24
Mathematics Grade 10	30	17	26
Science Grade 10	20	14	24
Social Studies Grade 10	19	17	25

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
3	This is an urban or suburban school district with high student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
44	All schools in this group are secondary level schools in urban or suburban school districts with high student needs in relation to district resources. The schools in this group are in the middle range of student needs for secondary level schools in these districts.

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

Student Demographics Used To Determine Similar Schools Group

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	19	2.7%	19	2.4%	28	3.1%
Eligible for Free Lunch	203	28.7%	242	30.2%	217	24.3%

Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		91.4%		91.4%		92.3%
Student Suspensions	230	29.0%	175	24.8%	214	26.7%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	8.1%	4.6%	7.5%
Public Assistance	1-10%	1-10%	11-20%
Student Stability	89%	100%	99%

Staff Counts

Staff	2002–2003
Total Teachers	60
Total Other Professional Staff	10
Total Paraprofessionals	NA
Teaching Out of Certification*	1
Teachers with Temporary Licenses	1

*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	149	32	21%	119	46	39%	123	51	41%
Students with Disabilities	13	13	100%	8	1	12%	11	3	27%
All Students	162	45	28%	127	47	37%	134	54	40%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	76	34	1	4	10	9
Percent	57%	25%	1%	3%	7%	7%

Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
11	3	4	15

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			189		29	
	Entered GED Program*			0		7	
	Total Noncompleters			189		36	
Students with Disabilities	Dropped Out			24		1	
	Entered GED Program*			0		0	
	Total Noncompleters			24		1	
All Students	Dropped Out	26	3.7%	213	26.6%	30	3.4%
	Entered GED Program*	0	0.0%	0	0.0%	7	0.8%
	Total Noncompleters	26	3.7%	213	26.6%	37	4.2%

*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative program leading to a high school equivalency diploma.

(Form – C)

Career Development and Occupational Studies (CDOS)

Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

(Form-D)

Regents Competency Tests

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	9	33%	0	0%	6	83%
Science	8	50%	2	#	1	#
Reading	1	#	1	#	1	#
Writing	0	0%	2	#	0	0%
Global Studies	6	100%	1	#	0	0%
U.S. Hist & Gov't	8	100%	2	#	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	13	69%	0	0%	23	70%
Science	5	40%	0	0%	9	44%
Reading	2	#	5	60%	8	75%
Writing	2	#	9	78%	10	80%
Global Studies	4	#	2	#	0	0%
U.S. Hist & Gov't	5	20%	3	#	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	158	147	176	11	10	11
Number Scoring 55–100	137	117	151	5	4	6
Number Scoring 65–100	93	77	126	0	2	4
Number Scoring 85–100	16	12	26	0	0	0
Percentage of Tested Scoring 55–100	87%	80%	86%	45%	40%	55%
Percentage of Tested Scoring 65–100	59%	52%	72%	0%	20%	36%
Percentage of Tested Scoring 85–100	10%	8%	15%	0%	0%	0%
Mathematics A						
Number Tested	0	68	224	0	4	20
Number Scoring 55–100	0	55	157	0	#	5
Number Scoring 65–100	0	44	104	0	#	2
Number Scoring 85–100	0	17	8	0	#	0
Percentage of Tested Scoring 55–100	0%	81%	70%	0%	#	25%
Percentage of Tested Scoring 65–100	0%	65%	46%	0%	#	10%
Percentage of Tested Scoring 85–100	0%	25%	4%	0%	#	0%
Mathematics B (first administered June 2001)						
Number Tested	0	0	47	0	0	1
Number Scoring 55–100	0	0	34	0	0	#
Number Scoring 65–100	0	0	17	0	0	#
Number Scoring 85–100	0	0	3	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	72%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	36%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	6%	0%	0%	#
Global History and Geography						
Number Tested	168	214	210	11	14	22
Number Scoring 55–100	154	179	181	10	14	13
Number Scoring 65–100	131	142	154	9	12	10
Number Scoring 85–100	34	23	45	1	0	2
Percentage of Tested Scoring 55–100	92%	84%	86%	91%	100%	59%
Percentage of Tested Scoring 65–100	78%	66%	73%	82%	86%	45%
Percentage of Tested Scoring 85–100	20%	11%	21%	9%	0%	9%
U.S. History and Government (first administered June 2001)						
Number Tested	156	214	174	12	13	7
Number Scoring 55–100	135	198	165	5	9	7
Number Scoring 65–100	115	174	159	4	6	6
Number Scoring 85–100	32	38	53	0	1	1
Percentage of Tested Scoring 55–100	87%	93%	95%	42%	69%	100%
Percentage of Tested Scoring 65–100	74%	81%	91%	33%	46%	86%
Percentage of Tested Scoring 85–100	21%	18%	30%	0%	8%	14%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	201	250	189	19	19	8
Number Scoring 55–100	169	213	162	9	17	7
Number Scoring 65–100	132	185	138	2	13	5
Number Scoring 85–100	25	40	31	0	0	0
Percentage of Tested Scoring 55–100	84%	85%	86%	47%	89%	88%
Percentage of Tested Scoring 65–100	66%	74%	73%	11%	68%	62%
Percentage of Tested Scoring 85–100	12%	16%	16%	0%	0%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	70	178	168	1	10	6
Number Scoring 55–100	45	86	98	#	5	4
Number Scoring 65–100	28	37	74	#	2	2
Number Scoring 85–100	3	3	1	#	1	0
Percentage of Tested Scoring 55–100	64%	48%	58%	#	50%	67%
Percentage of Tested Scoring 65–100	40%	21%	44%	#	20%	33%
Percentage of Tested Scoring 85–100	4%	2%	1%	#	10%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		82	133		0	1
Number Scoring 55–100		68	100		0	#
Number Scoring 65–100		31	48		0	#
Number Scoring 85–100		1	12		0	#
Percentage of Tested Scoring 55–100		83%	75%		0%	#
Percentage of Tested Scoring 65–100		38%	36%		0%	#
Percentage of Tested Scoring 85–100		1%	9%		0%	#
Physical Setting/Physics (first administered June 2002)*						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive French						
Number Tested	22	34	27	0	0	0
Number Scoring 55–100	22	29	26	0	0	0
Number Scoring 65–100	21	27	26	0	0	0
Number Scoring 85–100	8	11	12	0	0	0
Percentage of Tested Scoring 55–100	100%	85%	96%	0%	0%	0%
Percentage of Tested Scoring 65–100	95%	79%	96%	0%	0%	0%
Percentage of Tested Scoring 85–100	36%	32%	44%	0%	0%	0%
Comprehensive Italian						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive German						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Hebrew						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	56	78	83	1	0	1
Number Scoring 55–100	51	68	75	#	0	#
Number Scoring 65–100	45	63	65	#	0	#
Number Scoring 85–100	13	23	22	#	0	#
Percentage of Tested Scoring 55–100	91%	87%	90%	#	0%	#
Percentage of Tested Scoring 65–100	80%	81%	78%	#	0%	#
Percentage of Tested Scoring 85–100	23%	29%	27%	#	0%	#
Comprehensive Latin						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	160	224	34	4	4	0
Number Scoring 55–100	72	81	10	#	#	0
Number Scoring 65–100	51	43	3	#	#	0
Number Scoring 85–100	14	4	0	#	#	0
Percentage of Tested Scoring 55–100	45%	36%	29%	#	#	0%
Percentage of Tested Scoring 65–100	32%	19%	9%	#	#	0%
Percentage of Tested Scoring 85–100	9%	2%	0%	#	#	0%
Sequential Mathematics, Course III						
Number Tested	64	78	21	2	0	0
Number Scoring 55–100	54	59	6	#	0	0
Number Scoring 65–100	45	50	3	#	0	0
Number Scoring 85–100	19	21	1	#	0	0
Percentage of Tested Scoring 55–100	84%	76%	29%	#	0%	0%
Percentage of Tested Scoring 65–100	70%	64%	14%	#	0%	0%
Percentage of Tested Scoring 85–100	30%	27%	5%	#	0%	0%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	47	96%	114	88%	134	84%
Students with Disabilities	5	80%	13	100%	21	33%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2002	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form – J)

New York State Alternate Assessments (NYSAA) 2002–2003

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
English Language Arts	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	0	0	0	0	0	0

1999 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	122	122	122	14	14	14	136	136	136
Number Scoring 55–64	12	6	11	2	3	1	14	9	12
Number Scoring 65–84	68	87	74	7	4	5	75	91	79
Number Scoring 85–100	30	16	28	1	1	0	31	17	28
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)